



## Progression in Speaking and Listening across the school

STRAND	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Speaking</b>	<p><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</b></p> <p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</b></p>	<p>Tell a story or describe an incident clearly</p> <p>Retell a story or incident in which events are clearly ordered</p> <p>Read aloud clearly and use some intonation for effect</p>	<p>Add detail to their talk to keep the listener interested</p> <p>Use emphasis, story language and interesting vocabulary when telling stories</p>	<p>Speak fluently in sentences and without hesitation</p> <p>Annotate poems and stories and perform them</p> <p>Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion</p>	<p>Justify a view by giving reasons and evidence</p> <p>Tell a story which is clear, structured and detailed</p> <p>Use formal/informal registers when appropriate</p>	<p>Present a well-structured, persuasive argument including reasons and evidence</p> <p>Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener</p> <p>Use language fluidly to speculate, hypothesise, imagine and explore ideas</p>	<p>Give and justify an opinion in an appropriate manner</p> <p>Agree and disagree constructively with others' views</p> <p>Monitor the effect of their talk on the listener and adapt it in response</p>
<b>Listening</b>	<p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</b></p> <p><b>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</b></p>	<p>Listen and respond appropriately to adults and peers, in a range of situations</p> <p>Listen and follow instructions accurately, asking for help or clarification if necessary</p> <p>Listen with sustained concentration</p>	<p>Follow up listening with relevant questions</p> <p>Comment constructively after listening</p> <p>Be able to extract key points when listening to an adult</p>	<p>Hold a conversation with peers and adults</p> <p>Evaluate the effectiveness of others' performances</p> <p>Evaluate the effectiveness of others' presentations</p>	<p>Recognise and analyse formal/informal registers when listening</p> <p>Ask relevant questions after listening to build understanding</p>	<p>Identify the features of formal register</p>	<p>Identify and adopt the features of formal register</p>



## Progression in Speaking and Listening across the school

	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)						
<b>Discussion</b>	<b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</b>	Take turns in a group  Listen to other pupils during group work  Explain their thoughts to a group	Keep on topic during discussion  Reach agreement in a group  Ensure all group members have a turn	Discuss a range of feelings and emotions	Address alternative opinions in discussion	Use a range of question types in discussion and conversation	Use the conventions and language of formal debate  Successfully counter another argument during a debate or discussion  Consider, evaluate and build on different viewpoints during debates and discussions
<b>Drama</b>	Represent their own ideas, thoughts and feelings through role play  <b>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</b>	Respond to other characters in role  Pretend to be a character, showing feelings through words and action  Take turns speaking their part in acting out familiar stories with words and actions	Make up plays from stories and other stimuli  Show a character through movement  Learn and deliver some lines  Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects	Create atmosphere through the use of voice and movement  Create characters in an improvised drama  Devise and act in plays showing character through voice and movement	Articulate clearly and project the voice  Choose vocabulary and movement to match the place and time in a scene  In a group, present their own play by learning lines, making props and creating simple sound and light effects	Vary voice for dramatic effect e.g. by using volume, tone and pitch  Invent dialogue, gesture and movement to suit a character  Perform a published script experimenting with voice, gesture and staging	Interpret and rehearse scenes from published plays  Sustain a character in role  Organise and present a play

### NOTES:

All objectives have derived from the National Curriculum and/or the Statutory Framework for EYFS



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Objectives which directly contribute towards the Early Learning Goals or the statements in the Teacher Assessment Frameworks appear in bold. these objectives will be found scattered across year groups.

The most important objectives in each year group have been underlined. They must be mastered in the year group in which they appear.

Objectives used to relate to units within our school.